



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

18052 No. Black Canyon Hwy., Phoenix, AZ 85053

Bell Canyon Charter School, Inc

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Susan Scorza
 Schedule : 08:00 AM to 05:00 PM
 Grades : K-6
 2005 Enrollment : 421
 Web Address : webs.learningstation.com/bell_canyon/
 Phone Number : (602) 547-7920
 Fax Number : (602) 547-7923
 E-mail : sscorza-bces@imagineschools.com

Mission

Bell Canyon's mission is to offer students, parents and teachers a caring, learning community that helps each student achieve his or her potential. Providing learning experiences that motivate, challenge, and enable success, Bell Canyon is committed to meeting the individual learning needs of its students. Along with academic achievement, promoting positive character development in our students is a goal of our teachers and staff.

School / Academic Goals

- ü Standardized tests scores in reading and math will demonstrate an increase of skills for 75 percent of students participating in the fall and spring.
- ü Academic achievement is advanced through the use of appropriate technologies infused in our instructional programs.
- ü Reading instruction on the Pre-K and Kindergarten level will provide students with phonics knowledge upon completion of term.
- ü Students demonstrate competence in the skills and strategies of the writing process.

Enrollment

October 1, 2004 School Year Student Enrollment : 445
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 421

Instructional Programs

- Ü Technology-Based Learning
- Ü Tuition-free Full-Day Kindergarten
- Ü On-Site Special Education
- Ü Character Education
- Ü Before and After Care Program
- Ü Physical Education Program
- Ü Music Education Program

Calendar Information

Number of Instruction Days :	185
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	6/6/2006

Shared Responsibilities

School

The Bell Canyon Charter School is responsible to its students and parents to provide a safe and nurturing learning environment where individual needs are met. This learning environment not only includes the attainment of academic goals, but also the attainment of positive character development. We are responsible to parents for the informing of students academic progress as well as their social and emotional well-being.

Parents

Parents will ensure and guide their children in being prepared for learning, being at school on time, and wearing the school uniform. Parents' responsibilities include communicating with teachers,volunteering their time at school, and participating in parent-teacher conferences.

Transportation Policy

Parents provide am/pm transportation for their children and are encouraged to participate in the Network Neighbors Program to assist families with transportation. Seventh and eighth graders are transported by bus to Cortez Park Charter School.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Honor Roll	2005
Ü Parent Recognition	2005
Ü Perfect Attendance Award	2005
Ü Spelling Bee Winner	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	77	79306	100	100	99	422	422	445	16	16	10	39	39	18	41	41	51	4	4	20
All Students (Prior Year)	64	64	75509	98	98	100	512	512	521	7	7	13	36	36	23	39	39	33	19	19	31
Female	40	40	38691	100	100	99	421	421	446	17	17	10	42	42	18	36	36	52	6	6	20
Male	37	37	40583	100	100	99	422	422	445	15	15	11	35	35	18	47	47	50	3	3	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	62	62	36197	97	97	99	423	423	463	14	14	5	38	38	11	43	43	53	5	5	31
Students with Disabilities	10	10	10321	100	100	100	394	394	389	50	50	30	30	30	27	20	20	34	0	0	9
Students without Disabilities	67	67	69060	100	100	98	426	426	454	10	10	7	40	40	17	45	45	54	5	5	22
Limited English Proficient Students	NC	NC	15509	NC	NC	100	NC	NC	406	NC	NC	20	NC	NC	30	NC	NC	45	NC	NC	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	19	19	39415	86	86	96	401	401	431	33	33	15	39	39	25	28	28	50	0	0	10
Non-Economically Disadvantaged	58	58	39966	100	100	100	429	429	459	10	10	6	38	38	12	46	46	52	6	6	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	78	79395	100	0	99	441	441	446	6	6	9	34	34	25	56	56	55	4	4	11
All Students (Prior Year)	64	64	75492	98	98	100	542	542	519	2	2	12	7	7	16	56	56	47	35	35	24
Female	41	41	38743	100	0	100	447	447	451	3	3	7	32	32	24	57	57	57	8	8	12
Male	37	37	40618	100	0	99	434	434	440	9	9	11	35	35	27	56	56	53	0	0	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	63	63	36221	98	0	99	444	444	465	5	5	4	29	29	15	61	61	63	5	5	17
Students with Disabilities	11	11	10331	100	0	100	414	414	388	18	18	25	45	45	37	27	27	34	9	9	4
Students without Disabilities	67	67	69139	100	0	99	446	446	454	3	3	7	32	32	24	62	62	58	3	3	11
Limited English Proficient Students	NC	NC	15545	NC	NC	100	NC	NC	399	NC	NC	21	NC	NC	42	NC	NC	35	NC	NC	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	20	20	39484	91	0	96	421	421	429	11	11	14	47	47	35	42	42	47	0	0	4
Non-Economically Disadvantaged	58	58	39986	100	0	100	448	448	461	4	4	4	29	29	16	62	62	63	6	6	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	76	78869	99	99	99	432	432	442	13	13	6	16	16	21	64	64	63	7	7	10
All Students (Prior Year)	64	64	75053	98	98	99	681	681	597	2	2	7	2	2	12	73	73	72	24	24	9
Female	40	40	38536	100	100	99	463	463	458	6	6	4	8	8	15	78	78	67	8	8	14
Male	36	36	40302	97	97	99	398	398	428	21	21	8	24	24	26	48	48	60	6	6	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	61	61	36078	95	95	99	439	439	459	9	9	4	19	19	16	68	68	66	4	4	14
Students with Disabilities	11	11	10246	100	100	100	360	360	367	36	36	18	36	36	39	18	18	40	9	9	4
Students without Disabilities	65	65	68697	97	97	98	445	445	454	9	9	4	12	12	18	72	72	67	7	7	11
Limited English Proficient Students	NC	NC	15339	NC	NC	100	NC	NC	399	NC	NC	11	NC	NC	31	NC	NC	54	NC	NC	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	19	19	39106	86	86	95	396	396	427	28	28	8	17	17	28	50	50	59	6	6	5
Non-Economically Disadvantaged	57	57	39837	100	100	100	445	445	457	8	8	4	16	16	14	69	69	67	8	8	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	16	78906	48	48	99	487	487	498	7	7	13	29	29	19	57	57	48	7	7	20
All Students (Prior Year)	39	39	76019	100	100	100	486	486	499	6	6	14	67	67	39	18	18	14	9	9	33
Female	NC	NC	38644	NC	NC	99	NC	NC	500	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	19
Male	13	13	40236	59	59	99	490	490	497	9	9	15	18	18	19	64	64	46	9	9	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	10	10	36483	48	48	99	498	498	517	0	0	7	30	30	13	60	60	51	10	10	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	13	13	68310	42	42	98	491	491	509	0	0	9	33	33	18	58	58	51	8	8	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	NC	38679	NC	NC	96	NC	NC	483	NC	NC	20	NC	NC	25	NC	NC	45	NC	NC	10
Non-Economically Disadvantaged	12	12	40295	46	46	100	495	495	513	10	10	7	10	10	13	70	70	50	10	10	30

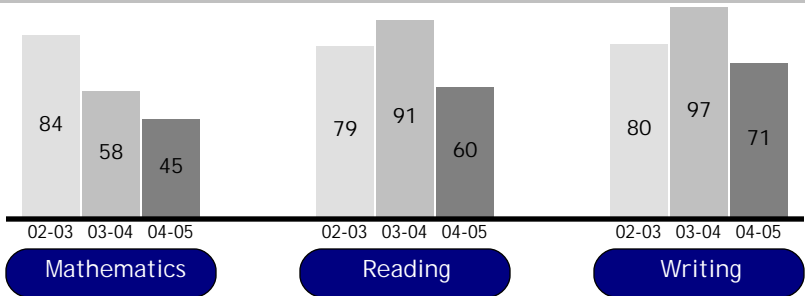
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	33	78908	100	0	99	499	499	484	3	3	10	17	17	23	72	72	58	7	7	9
All Students (Prior Year)	39	39	76020	100	100	100	496	496	503	26	26	25	32	32	23	39	39	40	3	3	12
Female	12	12	38648	100	0	99	501	501	489	0	0	8	33	33	22	58	58	61	8	8	10
Male	21	21	40233	95	0	99	498	498	479	6	6	12	6	6	25	82	82	55	6	6	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	20	20	36502	95	0	99	504	504	502	0	0	4	20	20	14	70	70	67	10	10	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	29	29	68312	94	0	98	502	502	493	0	0	7	19	19	21	74	74	62	7	7	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	NC	38662	NC	NC	96	NC	NC	468	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Non-Economically Disadvantaged	26	26	40315	100	0	100	500	500	498	5	5	5	14	14	15	73	73	66	9	9	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	32	32	78750	97	97	99	509	509	500	0	0	6	21	21	29	75	75	63	4	4	2
All Students (Prior Year)	39	39	75673	100	100	100	543	543	530	6	6	12	29	29	25	58	58	58	6	6	4
Female	11	11	38586	100	100	99	513	513	515	0	0	4	18	18	22	82	82	71	0	0	3
Male	21	21	40135	95	95	99	506	506	486	0	0	8	24	24	35	71	71	56	6	6	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	20	20	36440	95	95	99	513	513	516	0	0	3	20	20	22	75	75	71	5	5	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	28	28	68196	90	90	98	510	510	513	0	0	3	19	19	25	77	77	69	4	4	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	NC	38558	NC	NC	96	NC	NC	485	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
Non-Economically Disadvantaged	25	25	40260	96	96	100	510	510	514	0	0	3	19	19	21	76	76	72	5	5	4

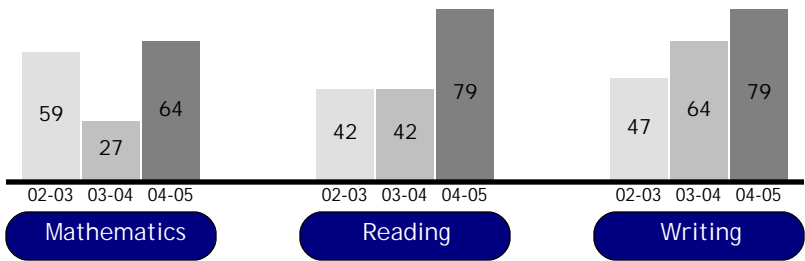
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	62	62	50	88	56	NA	58	100	48	48	47
	Language	97	60	60	43	94	48	48	50	100	45	45	47
	Mathematics	100	60	60	57	94	55	55	64	100	48	48	50
3	Reading	100	55	55	47	90	55	NA	55	100	44	44	44
	Language	100	53	53	54	93	62	62	61	100	43	43	44
	Mathematics	100	54	54	54	93	47	47	61	100	40	40	51
4	Reading	95	56	56	52	96	60	NA	56	95	52	52	48
	Language	95	49	49	48	98	56	56	52	95	53	53	49
	Mathematics	95	39	39	57	98	53	53	61	95	45	45	53
5	Reading	100	54	54	50	100	57	NA	55	100	55	55	50
	Language	100	48	48	46	100	47	47	49	100	46	46	50
	Mathematics	100	45	45	57	100	52	52	63	48	40	40	49
6	Reading	90	43	43	53	89	56	NA	56	48	52	52	51
	Language	97	34	34	45	89	44	44	48	48	45	45	47
	Mathematics	100	39	39	62	89	41	41	66	96	40	40	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council	
Council Composition	Council Duties
School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06			
Position	Number	Position	Number
Administrator	1.00	Teacher	15.00
Other Professional Staff	1.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	5	0	0
4 to 6 years	1	0	0	0
7 to 9 years	2	0	0	0
10 or more years	5	1	0	0

Highly Qualified (NCLB) School Year 2004-05	
Core academic classes taught by Highly Qualified (NCLB) teachers.	15
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site	
Special Facilities	
Ü Media Center/Library	Ü Science Lab
Ü Computers in Every Classroom	Ü Music Room
Extracurricular Activities	
Ü Karate	Ü Cheerleading
Ü Chess Club	
Ü Boy Scouts, Cub Scouts, Girl Scouts	
Ü Dance	

Social Services
Ü Before and After Care Program
Ü Clothing Bank
Ü Free and Reduced Lunch Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Seventy-five percent of students participating in standardized tests in the fall and spring have demonstrated growth in math and reading.
- ü The Bell Canyon Charter school ranked in first place for academic achievement among Imagine Schools nationwide.
- ü Teacher training of the Six Traits Writing Process has improved the writing skills of students as evidenced by standardized tests.
- ü Character education is practiced through the implementation of the Character Counts program.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	19	12	12	17
Transfers In Rate ⁶	28	28	28	37
Stability Rate ⁷	80	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Building evacuation and lockdown drills are held according to the crisis management plan. Fire drills are practiced regularly according to the fire marshal's schedule. Rear doors remain locked and used only at dismissal and recess. Students must have passes to be out of their classroom. Licensed programs require parents to sign students in and out. Identification inspected. All visitors sign in and receive a visitor's badge. Teacher aides receive playground safety training.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Susan Scorza	(602) 547-7920
Transportation Policy	Ed Schultz	(602) 374-9092
Community Resources	School Office	(602) 547-7920
School Nutrition Programs	Veronica Cramer	(602) 547-7963
Parent Organization	Myrna Beeman	(602) 997-1004
Student Health/Nurse	Cynthia Ferris	(602) 547-7920

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.